**1st Grade Math, Topic 12.1 – 1 more, 1 less; 10 more 10 less**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials:  **Connecting cubes, Base-Ten block, Index Cards, Number Cards** | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Timing: 3 minutes using *Aimsweb* 1st grade M-COMP progress monitoring probe; students self-correct using their “teacher pens”; students record on their own graphs  **Problem of the Day** 12-1  Read aloud: “Harold graphed the number of crayons he has. How many more purple crayons does Harold have than blue crayons?”  \*Have children count up from 4 to find the difference between the purple and blue crayons. Have children write and then discuss the number sentence 6-4=2. Then have children find the difference between the red and blue crayon and write a corresponding number sentence (7-4=3) | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  ***“1 more”***  ***“1 less”***  ***“10 more”***  ***“10 less”***  **Essential Question:**  “How can you identify 10 more or 10 less or any two digit number?”  Record responses.  **Set the purpose:** How can you use connecting cubes to find 1 more than 12? How about 1 less than 12? Repeat 10 more & 10 less.  **Connect:** Have the children skip count by 10s.  \* Discuss answers to **Problem of the Day.** | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  **Connecting cubes**: All students at their desk with a place-value board and base-ten blocks  **Pose the Problem:**  Picture 1.png  **Instruct in Small Steps:** explained above  **Small Group Interaction:** explained above  Extend: Explore using **Place Value Blocks (Base10 Blocks)** | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *\*Reteaching 12-1 worksheet. Do it whole class where students will* ***see*** *more of the visual representation of “1 more, 1 less; 10 more, 10 less”*  ***Guided Practice***  *Picture 3.png* | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Using connecting cubes to complete the independent practice.  Picture 4.png | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| \* SCORE/LOOK OVER the 3 independent practice questions. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections:   |  | | --- | | 1. Computer station (students log into SuccessNet and complete assigned tasks) OR assign SuccessNet digital game “Number Jungle” | | 1. **Try Together** activity from differentiated centers (partner game from Differentiated Instruction: On-Level or Advanced) | | 1. **Leveled Homework** Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using number cards – greatest number wins) | | 1. Dot game (partner game using 2 number cubes- name the smallest number) | | 1. Writing station: “Create a **Problem of the Day** using greater than and less than. (Leave a Problem of the Day at this station as an example.) Include a picture representation of your story problem and the solution to the problem.” |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
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